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ABSTRACT

The Southern Regional Education Board is the nation's oldest interstate compact for higher education and a pioneer in regional planning and action for the effective multi-state use of postsecondary resources. After some background information on the organization, the annual report contents include the chairman's statement, report from the president, the year in brief, sources of support, notes from the third decade, sharing arrangements, members of the board, board committees, current publications, audit, and professional staff list. (Author/MSE)

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Southern Regional Education Board Annual Report 1977-78

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NATIONAL INSTITUTE OF EDUCATION

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THIRTY YEARS OF REGIONAL COOPERATION

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SOUTHERN REGIONAL EDUCATION BOARD/130 SIXTH STREET/ATLANTA, GA. 30313

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About SREB

The Southern Regional Education Board (SREB) is the nation's oldest interstate compact for higher education and a pioneer in regional planning and action for the effective multi-state use of postsecondary resources.

Created in 1948 at the behest of the Southern Governors' Conference, the Board brings together educators, government officials and other regional leaders to work in concert to advance higher education and, in so doing, to improve the social and economic life of the South.

The Board has no coercive power over any state or institution. Its success depends entirely upon the interest and cooperation of the states and institutions involved. Membership on the Board consists of the governor of each state and four other individuals, one of whom must be a state legislator, and one, an educator. All appointments are made by the governor for four-year staggered terms.

Working directly with state governments, academic institutions and other related agencies, SREB researches and reports on needs, problems and developments in higher education; conducts cooperative programs to upgrade training in the undergraduate, graduate, professional and technical sectors; and serves as fiscal agent and administrator in interstate arrangements for regional educational services and institutions.

Member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Chairman's Statement:

JAMES B. HUNT, JR.
Governor of North Carolina

This is a milestone year for the Southern Regional Education Board. Thirty years ago Southern governors created the Board to help our region advance higher education to national parity. The progress since that time underscores the wisdom of that action.

In addition to being the nation's first interstate compact for higher education, what makes SREB most distinctive is the joint participation of political leadership with educators on its 70-member Board – which brings together the governors and key legislators from 14 states, presidents of public and private colleges and universities, directors of state higher education agencies and community college systems, and lay leaders.

This region has harvested great benefits from the "reality factor" which has flowed from including in a single forum representatives of the various perspectives which contribute to the ultimate formation of educational policy in our states.

During the past three decades, the Board has helped the region to focus on the importance of long-range goals and initiatives for achieving them. Certainly, the SREB Commission on Goals for Higher Education in the South in the early Sixties was a memorable act of leadership that encouraged and assisted our states to deal with problems that were holding back our progress. The 1976 SREB position statement on future priorities for postsecondary education is the most recent example of this continuing leadership by the Board.

In the last ten years, SREB has been on the vanguard of curricular reform in various fields, has proposed new approaches to manpower and management problems in health and human service agencies, and has devised new ways to share academic resources on an interstate basis. These and other achievements of the last decade are highlighted later in this report.

The recent and current programs of the Board were evaluated last year by a panel chaired by Ambassador John C. West, former governor of South Carolina and a past chairman of SREB. The Board Development Study Committee concluded: "If SREB did not exist today, such an agency would need to be created. . . ."

"The Board has been rendering a unique and valuable service to higher education in the South," the Committee report noted, adding that "the leadership furnished by the Board has been an integral, even indispensable, part of the progress in higher education in the South during the past 30 years."

This is not the time, however, to rest on past achievement. As this same Committee report aptly observes, SREB has a clear opportunity for an important leadership role in sorting out the uncertainties that lie ahead.

That report points up the critical need for better understanding of the dimensions of effective statewide planning and decision making for higher education, especially in terms of who is to be involved and what issues should be included.

Anyone who has been involved in government or higher education in recent years is familiar with the tremendous changes in both sectors. Today, more interests and groups than ever before seek a role in the determination of policies.

In every state, of course, this cast includes governors, legislators and their staffs, institutions, state higher education agencies, and executive office budget and planning staffs.

Increasingly, federal government agencies and programs are influencing state decisions, organized faculty and student groups are bidding for a greater voice in the process, and independent college associations and vocational-technical agencies are seeking greater participation.

Yet, long-range consideration of the effects of future developments often gives way to more immediate management and budgetary problems. Thus, an important task for SREB is to help us focus on the big picture, not to prescribe answers but to encourage us to ask the right questions about our future agendas.

It is in addressing the long-range educational issues which do much to determine the direction of our states and the South that SREB is uniquely qualified to lead.

This SREB leadership will require the full support and joint participation of its political and educational members.

I extend an open invitation to leaders of both groups to share their advice on how to improve our services to the states as this pioneer effort in interstate cooperation enters its fourth decade.

Report from the President:

WINFRED L. GODWIN

SREB 48-78

In less than a generation, the South has erased important deficits in higher education that previously set the region apart from the rest of the country.

Some lag between region and nation persists, most notably in the college attendance rate and in recognized program quality, especially at the graduate level. For the most part, however, Southern colleges and universities have caught up to the national pace, which has been the region's stated goal since the early Sixties.

Such an achievement reflects the South's strong economic development and resulting tax revenues, of course. But it is also a testament of vigorous educational and political leadership and of the compelling influence of public demand for increased opportunity.

In short, it can be said that higher education in the region has arrived at a point where it reflects and nourishes a far more optimistic and progressive spirit than could be found a mere generation ago.

Ironically, one measure of this progress is that the South now faces the same sobering challenges that need to be addressed by colleges and universities nationwide.

For example, the general slowdown in enrollment – and the possibility of impending decline in some states – increasingly tests our common assumptions that only growth is healthy and that slowdown or stability means stagnation and decay.

Nowhere will higher education be more hard-pressed in the next ten years than in dealing with these assumptions as they relate to what is, in effect, a closing system of academic employment.

Administrators and faculty are indeed aware of rapidly changing conditions. As hiring and mobility of faculty and hence faculty turnover have decreased, there has been a growing concern for more effective programs of faculty development.

At the same time, recommendations for faculty promotion and tenure are being scrutinized more carefully, making it essential that decisions be based on systematic evaluation procedures which insure equity and reward effective teaching, creative research, and productive public service.

Graduate education, of course, is greatly affected by these same conditions, since it produces most of those entering the academic profession for the first time. Unless increased demand for graduates in some disciplines can be demonstrated in non-academic occupations, selective retrenchment is one unpleasant but likely result for over-expanded programs as well as for those judged to be unproductive and uneconomical or low in quality.

In a closely related area, the problems of university research require increased attention and understanding. Over the past ten years, federal support has shifted toward applied research and away from basic investigations, a trend which has greater impact on universities than on private industry.

During the same period, federal funding for specific research projects doubled but general support dropped by one-half. This reduction in discretionary income has hampered the ability of universities to initiate exploratory studies, lacking project support, and to purchase and maintain needed new experimental equipment.

The de-emphasis on the creation of new knowledge and the continuing fall-off in the number of young scientists engaged in basic research lead some observers to warn that America may lose its world position as the prime developer and exporter of technological innovation.

These national trends have important implications for the South, which still receives only a fifth of all federal research and development funding and which is not represented in the top tier of university recipients of federal research support. For one thing, they suggest that the South has a special need to build on demonstrated strengths in graduate education and research in order to develop distinguished research programs. There is a continuing need to nurture the necessary "seed corn" of research related to teaching for producing not only new knowledge, but also new teachers and researchers.

Professional education in the South has developed more evenly than has graduate education since World War II. Recently, however, the rapid growth in some professional fields has been cause for concern about possible over-expansion.

To a large degree, the pressures to graduate ever greater numbers of professionals have eased. In the future, professional schools will need to contend with more elusive issues, such as promoting better geographic and specialty distribution of professional services and building instructional and research programs of recognized excellence and distinction.

In addition, the accelerating complexities of professional practice and the movement toward state relicensure legislation are cause for professional schools to place future emphasis on strong, flexible programs of continuing education.

Progress has been made in enrolling larger numbers of women and minority students in graduate and professional fields, but more is likely, particularly since we will be building on recent impressive advances in enrolling more women and minorities at the undergraduate level.

While there have been remarkable improvements in expanding higher educational opportunity, there is evidence that advanced education is not as productive as it could be for a substantial number of students. Many enter college without proficiencies in the basic skills that are essential to success. Many also lack the realistic and mature career and personal goals required to lend greater purpose to the college experience.

The design and appropriate use of proficiency tests could be one means to widen access to college and to promote greater retention of students after they enter.

There is heightened concern for early identification of deficiencies in basic skills and for corrective action through new developmental education programs, which increasingly are more sophisticated than older forms of remedial instruction. Career counseling efforts on campus need to be amplified to include assistance in the setting of individual goals as well as the provision of job market information.

Leadership will be required from universities in designing improved proficiency tests and developmental programs and testing the effectiveness of these techniques as they are developed.

It is unfortunate that federal guidelines for state and institutional compliance to civil rights seldom focus upon the factors which are most important to equal opportunity. The emphasis upon achieving numerical goals often centers upon superficial and external symptoms, and sometimes diverts attention from developing forms of instruction and student personnel services which are the underlying realities for full provision of opportunity.

In regard to issues such as those I have mentioned briefly, the Southern Regional Education Board continues its efforts to help states and institutions deal with contemporary and emerging conditions. One way to help is through compiling information and conducting research and policy analysis on important topics, and sharing the results with institutions, agencies, and elected officials. This has long been a major part of SREB's efforts, but there are others as well, many of which are oriented to action on specific matters.

Thus, faculty development is a theme which cross-cuts several Board efforts, including a long-term program in academic reform and a nursing project which is testing instructional techniques to reach non-traditional students on 20 campuses. Thirty institutions are now working to improve faculty evaluation procedures through an SREB project underwritten by the Fund for the Improvement of Postsecondary Education.

Another example is the interstate sharing through SREB of uncommon graduate programs and scientific research facilities, which helps avoid unneeded duplication of costly programs and installations.

In professional education, SREB is playing an active role in assisting health and human service personnel to update their skills and competencies through better planned programs of continuing education.

As a final example, the Board is pursuing its long-standing commitment to assist states in the provision of equal opportunities to minority students. In this connection, the Board has released or is preparing reports on proficiency testing, developmental education programs, upward mobility of community college students, job prospects for black college graduates and the extent of inter-racial diversity in Southern faculties. It continues its efforts to assist states and federal agencies to resolve issues pertaining to racial non-discrimination in higher education.

As SREB enters its fourth decade, then, there is satisfaction in looking back on the remarkable progress in Southern higher education and ways in which regional cooperation has contributed.

Last year, in the face of uncertainties now confronting education, a special Board Development Study Committee concluded that "SREB has before it a great opportunity to fulfill a leadership role in addressing contemporary issues in postsecondary education" and that accordingly it should expand efforts to provide relevant and helpful information and policy analysis to state and educational leaders.

Such efforts will have high priority in the confident expectation that continued improvement in the region is not only possible, but likely, if all parties concerned address continuing needs as well as the new issues at hand.

The Year in Brief

As SREB completed its third decade, the focus of the year's activity was on the decade ahead. What will higher education be like in the mid-Eighties, when enrollments are expected to decline and resources may not increase as dramatically as in the recent past? What regional programs and approaches would be most effective in helping states and institutions respond to changing conditions?

To assess the shape of higher education's immediate future, staff prepared an estimate of the Eighties based on the implications of projected enrollment trends, entitled *A Profile of Higher Education in the South in 1985*. The report was distributed widely and has prompted SREB to commission more detailed assessments of future needs, such as the demand for new faculty and the supply of professionals.

The *Profile* also served as a backdrop to the discussions of the Board Development Study Committee, a panel of Board members and regional leaders which submitted a report last summer evaluating recent SREB activities and suggesting future program directions. As discussed in the Chairman's statement earlier in this annual report, the Committee concluded that one area for future SREB leadership would be identification of long-range educational issues and fostering regional consideration of them.

Other major SREB activities in 1977-78 included testing revised systems of faculty evaluation, devising standard methods for follow-up surveys of recent graduates, studying the implications of proficiency testing on higher education, making a national survey to determine the competencies needed in new human service careers, and coordinating a grant program to update the nursing curriculum.

In addition, the Board stepped up its services to state governments and legislatures, expanded the pool of graduate programs shared regionally through the Academic Common Market, examined future regional needs in veterinary medical education, and continued to assist states to move toward unitary systems of higher education. Here are the highlights in brief.

Research, Information and Related Services

In addition to the *Profile* of Southern higher education in the mid-Eighties, SREB research focused this year on improving faculty evaluation systems, standardizing student follow-up procedures, and developing more detailed information on higher educational opportunity for minorities in the South.

This year, a task force of the Board's long-term, Carnegie Foundation-supported project in undergraduate education reform developed recommendations on strengthening faculty reward systems, which were released in the SREB report, *Faculty Evaluation for Improved Learning*.

Under a grant from the Fund for the Improvement of Postsecondary Education, SREB is using these recommendations as a foundation to assist 30 regional institutions to develop revised systems of judging faculty performance and to improve teaching through campus programs of faculty development.

With support from the Exxon Education Foundation, the Board's continuing program in collegiate manpower research this year concentrated on student follow-up studies to assess the progress of recent graduates, particularly in the job market. To promote regional comparability, a series of workshops developed standardized questionnaires and procedures for statewide and institutional surveys of two-year and four-year graduates.

This summer, the Board will publish an analysis of the ethnic breakdown of enrollment and degree output statistics in the South. Another SREB effort supported by the Ford Foundation will report this fall on the ethnic composition of faculty in Southern institutions.

The Board continued to provide information for statewide and institutional planning in a variety of ways this year, including an inventory of graduate programs, an analysis of statewide program approval and review, and a report on state regulation of off-campus education and out-of-state programs.

SREB provided additional information on the financing of higher education this year in reports on formula budgeting practices, the distribution of institutional income and expenditures, and changes in state and local taxing patterns.

The flow of information to state government and legislatures was increased through special reports on reappropriation of federal funds and faculty collective bargaining and by frequent release of the news memorandum, *Rollcall*. In addition, SREB's report on state legislation affecting higher education was redesigned to include bi-monthly mid-session overviews of legislative trends.

The 26th annual SREB Legislative Work Conference (LWC) in Point Clear, Alabama, brought together legislative leaders from the South to consider cost realities in higher education and the new underlying assumptions for postsecondary education, now that growth is not the prevailing factor. The 27th LWC will be held in Williamsburg, Virginia, August 20-22.

Board staff also met during the year with the SREB Legislative Advisory Council, state higher education agency leaders, legislative committee and executive budget staff, and health education planners to consider regional issues.

Sharing Educational Resources

A cluster of SREB programs provides states with ways to share educational resources on an interstate basis. These efforts include the Academic Common Market, the small grants program for scientists, and the contract and tuition-aid programs—all of which are discussed in more detail in the following review of the past decade.

This year, with the addition of Texas to the roster of participating states, the Academic Common Market will expand to a pool of more than 300 graduate programs available for interstate sharing at in-state tuition rates.

Renewed support from the Alfred P. Sloan Foundation has allowed the Board to extend the small grants program which provides funding to Southern scientists to use uncommon scientific facilities not available on their own campuses. Discussions are underway to finance the program with state support, thus continuing to increase the utilization of these specialized academic resources and lessening the need to duplicate them.

This fall, osteopathic medicine will be added to the group of specialized or high-demand programs in professional fields available through the SREB contract and tuition-aid programs. (A list of programs and institutions appears later in this report.)

The status of veterinary medical education in the South continues to engender wide concern. Two new SREB reports on developments in this field are being released at the 1978 annual meeting.

Health and Human Services

The Board's efforts this year in health and human services gave major emphasis to manpower and management problems, such as redistributing workers to underserved areas and groups, increasing productivity, and evaluating program effectiveness. In addition, several SREB projects are working to improve curriculum, teaching and research in nursing education.

The National Institute of Mental Health (NIMH) is supporting several current projects. One is a new program in overall mental health manpower development, which is assisting states to devise more effective programs to solve the range of manpower problems, such as distribution, retention, utilization and productivity.

A two-part project in program evaluation and planning is working with leaders of local community mental health centers to use the results of program evaluation as a management tool. In addition, local and state health planning groups are being acquainted with the mental health aspects of total health planning.

Two other SREB projects are working to provide more consistent ways of approving new training programs for middle level mental health workers and to advance certification systems based on actual worker competence rather than on academic credentials alone. To assess the scope of these issues, the projects made several national surveys this year.

Another NIMH-funded effort is working with eight historically black colleges and universities to develop master's and bachelor's level psychologists with special capabilities to work with black people in community mental health programs.

The Carnegie Corporation and the Levi Strauss Foundation are supporting an SREB program to improve administration of child day care programs, particularly in family settings where it is estimated that four-fifths of all day care takes place today.

With substantial funding from the W. K. Kellogg Foundation of Battle Creek, Michigan, SREB is coordinating a series of projects by Southern nursing schools to demonstrate a blueprint developed by the Board for reorganizing nursing curriculum in the region. An advisory committee is providing counsel to staff on those developments in health care which have implications for nursing education.

The Health Resources Administration (HRA) is supporting a project to promote more extensive research in nursing by working with groups of researchers who are doing studies in faculty development, laboratory and clinical teaching, clinical performance, and curriculum development. Another HRA-supported project is assisting 20 regional institutions to develop faculty teaching skills to help nursing students from educationally disadvantaged backgrounds achieve academic success.

These SREB efforts benefit from the guidance of the deans and directors of Southern nursing schools who make up the self-supporting Council on Collegiate Education for Nursing, which is affiliated with SREB and which meets semi-annually to consider trends in nursing education and research.

Increasing Educational Opportunity

In addition to developing a more extensive statistical picture to measure the progress of minorities in Southern higher education, the Board was active in a number of other areas to increase educational opportunity.

This year, the Board provided assistance to regional institutions to improve developmental education programs which can produce greater retention of students by improving their basic skills. Staff also worked with community college officials to seek ways to promote greater student mobility for those who change educational or career goals. In addition, an SREB report on the rise of proficiency testing highlighted this movement's implications on expanding opportunity.

A regional conference encouraged postsecondary institutions to develop better information on academic

programs and financial support to promote more informed choice by potential students. A special study is underway to examine the attitudes of white students enrolled in the region's black public colleges and universities.

A grant from the Arthur Vining Davis Foundations will enable SREB to foster interinstitutional cooperation between an historically black and an historically white institution in the same community. The three-year program of joint planning will assist Xavier and Tulane Universities in New Orleans to devise an academic program in which Xavier students can earn a bachelor of science degree from Xavier and a bachelor of engineering from Tulane.

Additional funding from the William R. Kenan, Jr. Charitable Trust will continue an SREB instructional improvement program at six selected black institutions in academic fields such as basic sciences, communications, and business administration. Another program seeded by the Kenan Trust continues under SREB auspices to help black colleges and universities improve fiscal management through a process of continuing consultation.

One of SREB's continuing efforts is to assist state agencies and institutions in planning related to the further desegregation of public higher education. Developments in the *Adams vs. Califano* case during 1977-78 reached a decisive stage as HEW made decisions on whether state plans from five SREB states were acceptable. The guidelines for state planning for compliance issued by HEW in 1977 are now applicable to all states which had a history of dualism in higher education.

In addition to the *Adams vs. Califano* case, SREB staff keeps abreast of other federal court cases related to compliance. This information is shared with all SREB state agencies in higher education. The staff will continue to respond to requests for information and for consultative assistance.

Sources of Support

SREB's basic annual support comes from its 14 member states. Funds for program activity in 1977-78 came from the following foundations and agencies.

Private

Carnegie Corporation

Arthur Vining Davis Foundations

Exxon Education Foundation

The Ford Foundation

W. K. Kellogg Foundation

William R. Kenan, Jr. Charitable Trust

Alfred P. Sloan Foundation

Levi Strauss Foundation

Federal

Health Resources Administration

National Institute of Mental Health

U. S. Office of Education

Notes on The Third Decade

SREB 68-78

Created in 1948 in a time of relative deprivation for higher education, the Southern Regional Education Board has developed during the period of higher education's greatest growth and affluence. In the last ten years, however, American postsecondary education has moved from an exhilarating era marked by expanded enrollments and facilities to the present day uncertainties of stable enrollments and increasingly scarce resources. Nowhere have these changes been more visible than in the South, which clearly entered the mainstream of higher learning in this time span. But in reaching this advanced state of development, new problems have emerged from the very process of expansion and from the prospect that further rapid growth is unlikely for the next decade.

During the past ten years, the Southern Regional Education Board has continued to assist states and institutions in addressing the shifting issues in higher education. Activities include encouraging statewide planning and coordination; developing estimates of the collegiate job market; promoting expanded legislative understanding of postsecondary education; extending educational opportunity for minorities and non-traditional students; improving undergraduate teaching and updating curricula; promoting interstate and interinstitutional sharing of scarce academic resources and facilities; and introducing academic programs designed to train a new middle level of workers so that state human service systems can be more effective.

A major highlight of the Board's third decade is its 1976 position statement on future priorities which outlines the adjustments, redirections, and possible contractions "necessary if institutions of postsecondary education are to meet successfully their respective missions and challenges."

At other key junctures throughout its thirty-year history, SREB has brought together leaders in public affairs and education to enunciate and endorse regional goals and commitments for Southern postsecondary education. In the early Sixties, the Board's Commission on Goals for Higher Education in the South foresaw the impending growth era and advanced 28 steps to achieve five major goals which aimed for rational, planned expansion of the South's postsecondary enterprise. A few years later, the Board's Commission on Higher Educational Opportunities in the South called for equal higher educational opportunities for blacks in the region and achievement of a racially unitary structure serving all students.

In the early Seventies, the Board formed a Commission on Regional Cooperation which sought new ways to expand interstate and interinstitutional sharing of academic programs of high distinction so that needless duplication would be reduced and there would be a greater variety of academic choice available to the South's citizenry. Now, with release of *Priorities for Postsecondary Education in the South*, the Board is challenging states and institutions to take positive programmatic response to sustain the vitality of post-high school education in this region.

All of these initiatives derive from SREB's rather broad mandate, as stated in its bylaws:

> The Board shall be devoted to the task of assisting states and institutions and agencies concerned with higher education in their efforts to advance knowledge and to improve the social and economic level of the Southern region.
>
> In aiding such states, institutions, and agencies, the Board shall explore fully, recommend, where desirable, and develop, where needed, interstate collaboration in the support, expansion, or establishment of regional services or schools for graduate, professional, and technical education.

This report highlights the Board's activities over the last ten years. In reviewing this recent history, it may be helpful to bear in mind the specific functions assigned to SREB through its bylaws:

- Serve as a clearing house on information regarding regionally significant activities among institutions and agencies concerned with higher education in the Southern region.
- Provide a facility and staff for continuous assessment of needs in higher education within the South and for developing plans and programs to meet those needs.
- Serve as an administrative device for carrying out interstate arrangements for regional educational services and institutions.
- Serve as fiscal agent for carrying out interstate arrangements for regional educational services and institutions.
- Serve as a research facility on institutional and regional problems related to improving higher education.
- Assist in providing consultative services to states and institutions on improvement of higher education in the South on problems of major regional significance.

Interstate and Interinstitutional Cooperation

Two closely related SREB functions, as defined in the bylaws, are to find ways of meeting needs in higher education through programs of interstate cooperation, and to provide administrative and fiscal services for such regional arrangements. SREB activities in this area include student exchange programs, curricular cooperation, and regional approaches to learning resources.

At the 1972 annual meeting, the Board endorsed a position paper which called for explorations to develop

new areas of regional sharing of academic programs and facilities, with an eye toward stemming needless and costly duplication of uncommon resources. Essentially a reaffirmation of an original purpose of SREB, the efforts which flowed from this mandate have expanded and diversified interstate sharing.

A Commission on Regional Cooperation was formed of leaders from education and government to provide impetus for these expanded efforts. In 1974, the group recommended creation of an SREB Academic Common Market, which makes available specialized graduate programs across the region to residents of participating states with waiver of out-of-state tuition. Under this arrangement states avoid program duplication and, at the same time, offer residents greater educational opportunity. More than 300 advanced programs will be available in the regional pool this fall.

The Commission also has been active in promoting the sharing of uncommon campus facilities, typically those used in scientific research. A catalog of such facilities has been compiled and widely distributed to inform researchers of the existence and availability of facilities they may need. Recognizing that accessibility alone is not sufficient to insure regional use of facilities, SREB attracted foundation funds to provide expenses for scientists to use facilities not available on their own campuses. This program benefits scholars on campuses large and small, public and private, and institutions gain from more efficient use of facilities and from scholarly interaction with visiting colleagues. Staff is currently encouraging the individual states to continue support of this program.

SREB's oldest student exchange efforts, the contracts-for-services and tuition-aid programs, continue to help states provide essential opportunities in high-demand professional and occupational fields. Under the contract program, a state not offering a particular high-cost program or wishing to increase opportunities of residents in that field can send its students for a fee to out-of-state private or public institutions. Tuition-aid contracts provide an arrangement through which states pay the out-of-state tuition differentials for residents enrolled in occupational programs, such as meteorology and actuarial science, which are available in other SREB states. New contracts have been initiated in optometry and osteopathic medicine.

In 1974 SREB released a consultants' report recommending that when new schools of optometry are planned, they be developed on an interstate basis and in association with academic health centers to avoid costly replication of basic health education resources. A 1977 study team made similar recommendations for the expansion of podiatric medical education in the South.

Interest in improved veterinary services has been unabated during the past ten years. Several SREB states have sought ways to promote better distribution of veterinary medical manpower, through developing new schools or clinical training centers associated with established schools in neighboring states. SREB has issued two reports appraising the need for veterinarians in the South in this period, and will release two others in June 1978.

Curricular Cooperation

During SREB's early years, considerable attention was focused on the needs of graduate education, deemed essential to a stronger educational system and vital to the region's economic and social well-being. Some areas of graduate and professional education which the Board examined during its earliest years are still subjects of major concern, although the needs and emphases have changed.

In the agricultural sciences, a substantial regional effort to enhance interinstitutional cooperation was completed under SREB auspices in the mid-Seventies. A free-standing Council on Higher Education in the Agricultural Sciences has provided general guidance for cooperative programs designed to strengthen opportunities in agricultural sciences and to assist in faculty development. Text materials in agricultural engineering and in the animal and plant sciences were developed and are now in use in all colleges of agriculture in the region. The project also assisted in strengthening relationships among historically black and predominantly white land-grant institutions and stimulated faculty exchange programs.

The Board's interest in nursing education is of long standing and is viewed as a major factor in the improvement in this field in the region. Substantial funding from foundation and federal sources have been responsible in good part for these accomplishments, but no more so than the strong interest of nurse educators. In recent years, an SREB-affiliated, self-supporting regional Council on Collegiate Education in Nursing was formed with over 200 institutional members. The Council provides a forum for nursing deans and directors of associate degree, baccalaureate, master's and doctoral programs to consider needs in nursing education and ways to meet them.

The W. K. Kellogg Foundation also funded a recently completed SREB project to strengthen the nursing curriculum. That project arrived at ten recommendations which are now being demonstrated by a score of Southern institutions under a four-year follow-up project for which the Kellogg Foundation has earmarked more than $2 million. SREB is coordinating these individual projects which are directed to improving nursing education and health care delivery.

Two other current SREB programs in nursing education are working to develop research and to assist

faculty improve techniques for alleviating learning problems of students from diverse and disadvantaged educational backgrounds.

To combat the lingering problem of adult illiteracy, a six-year SREB project in adult basic education concentrated on improved preparation of teachers. Between 1969 and 1975, 27 graduate-level programs were established or upgraded, and a regional network was created to identify and disseminate superior new instructional materials and techniques. Overall, the adult basic education project has brought unity of purpose and action to previously fragmented efforts in this field.

Regional Approaches to Learning Resources

One assumption in regional cooperation is that sometimes states and institutions working together can accomplish more things, more rapidly, than they can working in isolation. During the past ten years, this regional approach has proven successful in several SREB initiatives to make more effective use of learning resources.

Since 1973, the Carnegie Corporation has underwritten an SREB effort to stimulate change and renewal in undergraduate education. Needs and goals of postsecondary education have been examined in light of new conditions and alternative approaches to teaching and learning that might better serve the greater diversity of new students. New methods which have been explored and evaluated include competency-based curriculum, external degrees, individualized instruction and new teaching technologies. In addition, faculty development centers at Southern institutions have been identified to provide models for other campuses interested in strengthening teacher improvement activities.

Responding to the growing need for students to learn in "real world" situations, SREB coordinated an eight-year regional student intern program in state and local government agencies which concluded in 1975. After administering internships from SREB for the first two years of the project, the operation was decentralized and state and local governments were encouraged to arrange for the internships. Staff initiated and assisted in the development of 11 permanent statewide service-learning intern programs in the South.

Over the years, various SREB studies have documented that lack of library resources, especially for graduate work, was one of the South's greatest educational weaknesses. The Board explored regional cooperation in library development and various projects addressed specific aspects of library improvement, although because of the geographic expanse of the region some forms of cooperation are difficult. In the mid-Seventies, SREB assisted in the development of the Southeastern Library Network (SOLINET), which seeks to reduce the upward cost spiral of library operations by means of computerized cooperative cataloging of new holdings.

As computer science developed at a rapid pace and in a variety of directions, SREB won support for a series of projects which explored the feasibility of cooperative arrangements in the use of computers in postsecondary education. Policies and activities for the improvement of education and research in computer science were also developed. With support from the National Science Foundation in the early Seventies, SREB made national inventories of computers and their application in instructional programs in higher education.

Training and Research in Health, Mental Health and Human Services

The mental health and human services program of SREB came into being upon a resolution by the Southern Governors' Conference in the mid-Fifties to address a particularly troublesome problem for state government: namely, the shortage of highly trained mental health manpower in the South. Today, this SREB program reflects a similar but broader concern of state government for manpower and knowledge in all of the human services, including health and mental health agencies as well as services for families and children, rehabilitation, youth and the aged. In combination, these agencies now make up the largest portion of each state government's budget, employees and service obligation. Furthermore, these services require a large variety of professionals and technologists, not all of whom need to be trained in every state. SREB is assisting states in manpower development and program management in this important area of state government by exploring needs for new types of workers and curriculum to train them and by emphasizing the management uses of program evaluation.

Recent activities of the mental health and human services program at SREB can be grouped generally into four major areas: middle level manpower development, continuing education, program evaluation and standards, and training for special program areas.

There has been growing recognition over the past ten years that many routine functions performed by psychiatrists, clinical psychologists, graduate social workers and other highly trained mental health personnel could be alleviated by developing a new middle level of mental health manpower. SREB has been on the vanguard in the creation of academic programs to prepare a variety of middle level workers.

In the mid-Sixties, SREB began to foster the establishment of mental health technology programs in two-year colleges, and Board leadership in this movement has attracted federal funding for a succession of national projects which developed curriculum and

recommended instructional materials and approaches. Presently, the Board is devising model systems to certify these workers' competencies and to accredit the academic programs which prepare them. In the early Seventies, SREB helped to plan new undergraduate programs in social welfare. Another long-lived program is assisting eight predominantly black colleges to form master's degree programs in clinical psychology.

SREB also has given impetus for increased continuing education in the human services. For example, early in this decade, the Board encouraged continuing education for practicing physicians to help them better manage emotional problems in their patients. More recently, an SREB project has organized task forces to assist universities, professional societies and mental health agencies in planning continuing education for all kinds of mental health workers.

During the past five years, the Board has been active in the whole area of mental health program evaluation and standards, first helping state agencies and now aiding community centers to find objective methods for judging the effectiveness of mental health programs. A key emphasis has been to demonstrate how program evaluation can be used as a management tool to correct deficiencies and identify successful processes.

Training programs also have been undertaken to increase and improve manpower available for three special areas of human services: aging, child day care, and drug and alcohol education. Most recently, the Board has widened its scope to the entire health field to identify issues in manpower, education and state policy on which SREB can make a contribution. In all these human services and health efforts, SREB has provided a heavy commitment to individual state and institutional consultation to assist development of training and efficiency in these fields.

Research and Information on Needs and Problems in Postsecondary Education

Research at SREB began as a service function for the various activities undertaken by the Board. Early research dealt with matters such as graduate educational opportunities, institutional evaluation, regional enrollment projections, manpower requirements in selected professions, and assessments of needs for expansion in various disciplines. In the mid-Fifties, SREB began to stress the importance of research in planning and improving postsecondary education at institutional, state and regional levels. This expanding focus included intensive examination of the problems of doctoral education, criteria for recruitment of faculty, inventories of graduate offerings, and studies on college teaching and student characteristics. Now, SREB is engaged in projects dealing with manpower and education, faculty evaluation, and follow-up studies of students graduating from colleges and universities.

Current SREB research activity may be classified in five general categories: comprehensive projects; statewide planning information; interpretive information and studies; recurring reports and research monographs.

Staff has undertaken several comprehensive projects in recent years. One National Science Foundation funded project assessed ways in which universities and colleges work with the states in the solution of problems confronted by government agencies. In another project in the early Seventies, the Board conducted the first comprehensive regional study on needs and resources of student financial aid at all types of institutions.

More recently, in response to growing concern about the relationship between higher education and the world of work, the Board initiated a program of studies on manpower supply and demand. Seeded by a grant from the Exxon Education Foundation, this project is generating information on manpower trends and career development for institutional and state agency application. Studies have been published on the overall outlook for college level manpower as well as for women and black college graduates. In addition, special reports on supply and demand have been released covering the fields of agriculture, allied health, computer science, dentistry, engineering, home economics, legal professions, medicine, nursing, optometry, podiatry, public administration, social science, social work and teaching.

Recognizing that institutions are relying increasingly on graduates' evaluations of their educational experience in relation to their employment activities, staff currently is assisting in the development and standardization of student follow-up studies by institutions and state agencies.

As postsecondary education enters a period of stabilized teaching staffs and ever-tightening budgets, procedures used in faculty evaluation have been examined more closely. In response to this concern, SREB recently secured support from the Fund for the Improvement of Postsecondary Education to help improve institutional methods of judging faculty performance. A survey of faculty evaluation practices in all types of institutions was followed by case studies of several institutions to determine what makes for effective applications of evaluation practices. Project staff now is preparing materials to assist institutions in developing more systematic methods for faculty evaluation.

At its annual meeting in 1972, the Board recommended that staff provide periodic reports to assist institutional and governmental leaders in their assessment of the need for new educational programs. SREB now provides a semi-annual survey of proposed and terminated doctoral programs. And, through an ongoing program status information service, each state can determine what other states offer in any particular graduate or undergraduate program. During the last

ten years, SREB and state higher education agencies have expanded their joint undertakings to include an annual data exchange on enrollments, appropriations, tuition and faculty salaries.

One of SREB's major efforts is providing the public with information about significant developments and problems in Southern higher education. Two vehicles used for broad dissemination of syntheses and interpretations of higher education information are the series on *Financing Higher Education* and *Issues in Higher Education*. Two widely distributed newsletters, *Regional Action* and *Regional Spotlight*, booklets and general press releases provide information on significant trends. Topics covered during this period include student participation in governance, expansion of educational management, the role of community colleges in community service and an overview of tuition policies and practices. The three major recurring reports are the biennial *Fact Book on Higher Education in the South*, the annual report on *State and Local Revenue Potential* and the recurrent report on *Degree Output in the South*.

Examples of SREB's research monographs are *Reform in Graduate Education* and *Higher Education for Occupations*, both by Lewis B. Mayhew, and *Tenure: Aspects of Job Security on the Changing Campus* by Robert T. Blackburn. Some monographs received further dissemination through commercial republication.

State Services

In recent years, issues involving the financing, management and planning of higher education have increased in complexity. At the same time, the community of postsecondary decision makers has expanded greatly to include new groups who are seeking comparative information which could be helpful in choosing among policy alternatives. In recognition of these developments, the Board moved in 1975 to increase and extend its information services, primarily to legislative and government agencies responsible for postsecondary decision making. A state services office, closely related to the Board's research and information programs, was established to help focus the gathering of statistical data and trend information on policy issues being considered widely in the region. The office sees that research analyses and general information on higher education are regularly available to state officials.

One responsibility of the state services program is to hold conferences and meetings of state government representatives, such as SREB's annual Legislative Work Conference. These sessions bring together legislators and program resource persons in education and government to discuss postsecondary education issues which are identified by SREB's Legislative Advisory Council. The heads of state higher education agencies and SREB staff meet semi-annually to discuss common problems and to suggest regional efforts to solve them.

Another responsibility of the state services office is to develop and distribute information specifically for state government. This information is disseminated primarily through publications such as *Rollcall* and the *SREB Legislative Report on Higher Education in the South*. Items of particular legislative interest are highlighted in SREB reports on subjects such as tuition policy in public higher education, systems of program review and methods of formula budgeting. SREB also recognizes that legislative staffs have been established or bolstered in several states and is working to increase its level of personal contacts and involvement with these staff people.

Consultation

Providing consultative services to states and institutions is one of SREB's assigned functions. It is an activity that permeates all staff and program lines at SREB and embraces a variety of responses to requests for assistance. These range from providing readily available data or information on specific questions to more formal and time-consuming efforts by staff to help deal with larger problems and issues at the institutional and state level.

One example is the continuous consultative service provided by SREB staff over the past several years to assist with problems pertaining to desegregation in higher education. This assistance involves state visits, state meetings and sharing of a unique SREB repository of information on desegregation.

Requests for special assistance have come from institutions, agencies, legislators and governors' offices throughout SREB's history. Much of this has been rendered by staff but on occasion there are requests for consultative services which require more expertise or time than SREB staff have. In these instances, names of individuals elsewhere are recommended and, in some cases, would be made available at SREB expense.

Increasing Educational Opportunity

In 1966, SREB appointed a Commission to study ways of improving postsecondary educational opportunities for blacks. The Commission concluded that educational opportunity is the key to all other kinds of opportunity and, if the South was to serve all citizens equally, it must make full use of all higher education resources. The Commission recommended that the Board lead an intensive regional effort to coordinate and maximize the roles all types of postsecondary institutions could fulfill in services to black citizens. Among the 40 recommendations of the Commission was the creation of an SREB Institute for Higher Educational Opportunity to assist the states and their

institutions in coordinating a concerted drive toward equal opportunity in education.

The Institute was created in 1968 and has provided a focal point for SREB activities to foster the extension of higher educational opportunity. It should be noted, however, that SREB's efforts in this area are not limited to the Institute but pervade all programs. For example, much of what has been accomplished by SREB's long-term programs in agriculture, nursing, and human services has assisted the advancement of minority achievement in postsecondary education.

Substantial long-term funding from the William R. Kenan, Jr. Charitable Trust has made it possible for SREB to work with a number of traditionally black institutions in curriculum development, in analysis of financial needs and in improvement of fiscal management. Also, SREB has helped predominantly white colleges and universities to adapt their programs to an increasingly multi-ethnic campus. As one way to assist the region's movement to multi-ethnic systems, the Board also maintains a Faculty Data Bank which provides a registry of persons interested in accepting positions at campuses where they would be in a racial minority.

Perhaps SREB's most important activities in this area in recent years have been in regard to achievement of racially unitary systems of higher education in the South. In the early Seventies, the Board adopted a policy statement that stressed the necessity for full compliance in the movement toward unitary systems, but urged that this be done in ways both legally and educationally sound, giving careful attention to the differences among states in the structure and administration of public higher education.

HEW's Office for Civil Rights (OCR) encouraged SREB to make suggestions for sound state planning for compliance and the Board assembled a biracial group of staff and consultants to make recommendations. Under SREB auspices, subsequent meetings of OCR representatives and state agency directors were convened to further air and clarify issues and procedures. SREB remains in close contact with OCR and states and will continue to do so during the monitoring period of compliance plans.

The Board's work in the compliance area has sought to relate federal policies to widely differing local situations and to provide a means for states to make such conditions known and understood, while at the same time encouraging states and institutions to meet their responsibilities.

Conclusion

In this third decade of regional education, the South has moved from the zenith of widespread expansion in higher education to a steady-state plateau marked by sporadic growth. The fourth decade augurs to be even more of a departure from the Sixties and early Seventies, as states and institutions face decisions on selective retrenchment to increase quality and to preserve hard-won gains. Throughout the past three decades, the programs and policies of the South's regional compact in higher education have benefited greatly from the balance of political and educational leadership of its Board. This blend of governmental and institutional perspectives has led to active participation and support for interstate planning in the South—a force which can continue to assist states and their systems of colleges and universities address the emerging challenges of the fourth decade.

Sharing Arrangements

SREB 77-78

Contracts-for-Services

Contracts-for-Services permit interstate sharing of educational programs in graduate and professional fields. A state requiring educational services in a given field contracts with SREB for admission of a number of students to an out-of-state institution. The states agree to pay a service fee to the institution for each student.

SREB then contracts with the receiving institution, which agrees to enroll the students, provided they meet its admission requirements. (Participating public institutions waive out-of-state tuition.) The Board operates contracts in dentistry, medicine, nursing, optometry, public health, and veterinary medicine, with the following institutions participating.

Dentistry: Baylor College of Dentistry, Emory University, Louisiana State University, Meharry Medical College, University of Alabama in Birmingham, University of Maryland, University of Tennessee, Virginia Commonwealth University

Medicine: Emory University, Meharry Medical College

Nursing: Vanderbilt University

Optometry: Southern College of Optometry, University of Alabama in Birmingham, University of Houston

Public Health: University of North Carolina

Veterinary Medicine: Auburn University, Louisiana State University, Tuskegee Institute, University of Florida, University of Georgia

Tuition-Aid Contracts

Tuition-Aid Contracts enable a state to send its residents to schools in other states and defray part of the students' costs. Current programs operate in actuarial science, forestry, landscape architecture, library science, meteorology, nuclear engineering, occupational therapy, and pulp and paper technology. SREB is fiscal agent for these contracts.

Actuarial Science: Georgia State University

Forestry: North Carolina State University

Landscape Architecture: University of Georgia

Library Science: Florida State University, Louisiana State University, North Carolina Central University, University of Maryland, University of North Carolina at Chapel Hill

Meteorology: Florida State University, Texas A&M University

Nuclear Engineering: Georgia Institute of Technology

Occupational Therapy: Virginia Commonwealth University

Pulp and Paper Technology: North Carolina State University

The Academic Common Market

Through the SREB Academic Common Market, Southern states share specialized graduate programs on an interstate basis with waiver of out-of-state tuition. Participating states select a group of programs from the regional pool to make available to their residents. For 1978-79, the pool includes more than 300 master's and doctoral programs in 56 public institutions. SREB publishes a bulletin listing the programs selected by each state and providing brief program descriptions and instructions on how to apply for admission. Here is a list of the states and institutions currently participating:

Alabama: Auburn University, University of Alabama, University of Alabama in Birmingham, University of Alabama in Huntsville

Arkansas: University of Arkansas

Florida: Florida Atlantic University, Florida International University, Florida State University, University of Florida

Georgia: Georgia Institute of Technology, Georgia State University, University of Georgia

Kentucky: Eastern Kentucky University, University of Kentucky, University of Louisville, Western Kentucky University

Louisiana: Louisiana State University, Louisiana State University Medical Center, Louisiana Tech University, University of New Orleans, University of Southwestern Louisiana

Maryland: Coppin State College, Frostburg State College, Morgan State University, University of Maryland-Baltimore County, University of Maryland-College Park

Mississippi: Mississippi State University, University of Mississippi, University of Southern Mississippi

South Carolina: Clemson University, Medical University of South Carolina, University of South Carolina

Tennessee: Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, University of Tennessee-Knoxville, University of Tennessee Center for the Health Sciences

Texas: Lamar University, North Texas State University, Southwest Texas State University, Stephen F. Austin State University, Texas A&M University, Texas Tech University, Texas Woman's University, University of Texas at Arlington, University of Texas at Dallas, University of Texas Medical Branch at Galveston

Virginia: The College of William and Mary, Old Dominion University, University of Virginia, Virginia Commonwealth University, Virginia Polytechnic Institute and State University

West Virginia: West Virginia University

Uncommon Facilities

SREB has cataloged more than 400 academic facilities which public and private institutions in the South have made available for interstate sharing. In addition, the Alfred P. Sloan Foundation is supporting an SREB small grants program which provides funds for academic scientists to use these uncommon facilities.

Members of the Board

SREB 77-78

May 1, 1978

Governor James B. Hunt, Jr., *Chairman*
Otis A. Singletary, *Vice-Chairman*
Ray S. Smith, Jr., *Treasurer*

	Term Expires
Alabama	
George C. Wallace, Governor	1979
David R. Archer, Huntsville	1976
*†Harry M. Philpott, *President,* Auburn University	1978
Monroe Smith, *State Representative*	1975
Jack Tatum, Opelika	1977
Arkansas	
David Pryor, *Governor*	1979
Charles E. Bishop, *President,* University of Arkansas	1980
Bob W. Douglas, *State Senator*	1978
*†Ray S. Smith, Jr., *State Representative*	1981
Julian D. Streett, *State Representative*	1979
Florida	
Reubin O'D. Askew, *Governor*	1979
D. Robert Graham, *State Senator*	1978
Lee G. Henderson, *Director,* Division of Community Colleges, Department of Education	1979
†Paul B. Mohr, Sr., *Dean,* College of Education, Florida A&M University	1980
E. T. York, Jr., *Chancellor,* State University System of Florida	1981
Georgia	
†George D. Busbee, *Governor*	1979
Paul C. Broun, *State Senator*	1980
Prince A. Jackson, Jr., *President on leave,* Savannah State College, Savannah	1979
†Lamar R. Plunkett, Bowdon	1978
George L. Simpson, Jr., *Chancellor,* University System of Georgia	1981
Kentucky	
Julian M. Carroll, *Governor*	1979
A. D. Albright, *President,* Northern Kentucky State University	1980
Adron Doran, Lexington	1978
David K. Karem, *State Senator*	1979
*†Otis A. Singletary, *President,* University of Kentucky	1981
Louisiana	
Edwin W. Edwards, *Governor*	1980
†Sharon P. Beard, *Deputy Commissioner,* Louisiana Board of Regents	1978
Frederick L. Eagan, *State Senator*	1979
Vernon F. Galliano, *President,* Nicholls State University	1980
Ralph W. E. Jones, Grambling	1977
Maryland	
Blair Lee III, *Acting Governor*	1979
†Arthur Dorman, *State Senator*	1978
Wilson H. Elkins, *President,* University of Maryland	1980
Sheldon H. Knorr, *Commissioner,* Maryland State Board for Higher Education	1981
Steven Muller, *President,* Johns Hopkins University	1979
Mississippi	
Cliff Finch, *Governor*	1980
Aubrey K. Lucas, *President,* University of Southern Mississippi	1978
†John A. Peoples, Jr., *President,* Jackson State University	1977
Clarence A. Pierce, *State Representative*	1980
†Mike P. Sturdivant, Glendora	1979

North Carolina

†James B. Hunt, Jr., *Governor*	1981
G. Douglas Carroll, Greensboro	1980
William Friday, *President*, University of North Carolina	1979
Dwight W. Quinn, *State Representative*	1978
*†Carl J. Stewart, Jr., *Speaker*, House of Representatives	1981

South Carolina

James B. Edwards, *Governor*	1979
Howard R. Boozer, *Executive Director*, South Carolina Commission on Higher Education	1978
Robert C. Edwards, *President*, Clemson University	1979
Carolyn E. Frederick, Greenville	1981
†Robert C. Lake, Jr., *State Senator*	1980

Tennessee

Ray Blanton, *Governor*	1979
Edward J. Boling, *President*, University of Tennessee	1981
Leonard C. Dunavant, *State Senator*	1982
†Roy S. Nicks, *Chancellor*, State University and Community College System, State Board of Regents	1979
James S. Wilder, Jr., *President*, Lambuth College	1980

Texas

Dolph Briscoe, *Governor*	1979
John E. Gray, Beaumont	1979
Tom C. Massey, *State Representative*	1978
†John H. Poerner, Austin	1981
*†W. E. Snelson, *State Senator*	1980

Virginia

John N. Dalton, *Governor*	1982
J. Wade Gilley, *Secretary of Education*	1980
Frederick T. Gray, *State Senator*	1981
J. Hugo Madison, Norfolk	1979
†Prince B. Woodard, *President*, Mary Washington College	1982

West Virginia

†John D. Rockefeller IV, *Governor*	1981
Joseph P. Albright, *State Delegate*	1981
Samuel N. Kusic, *State Senator*	1979
Ben L. Morton, *Chancellor*, West Virginia Board of Regents	1980
A. Hale Watkins, Charleston	1978

†Executive Committee Member — The Executive Committee has full power to act between Board meetings. It is composed of one Board member from each state and several from the region at large. Members are appointed by the chairman of the Board with the concurrence of the governor of the state in which each member resides.

*Finance Committee Member — The Finance Committee prepares an annual budget and presents it and other financial policy matters to the Executive Committee. It is a subcommittee of the Executive Committee.

Board Committees

SREB 77-78

Legislative Advisory Council

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Bob W. Douglas, *State Senator*, Texarkana, Arkansas
John Drummond, *State Senator*, Greenwood, South Carolina
Leonard C. Dunavant, *State Senator*, Millington, Tennessee
Frederick L. Eagan, *State Senator*, New Orleans, Louisiana
Arthur M. Gignilliat, *State Representative*, Savannah, Georgia
D. Robert Graham, *State Senator*, Miami Lakes, Florida
Frederick T. Gray, *State Senator*, Chester, Virginia
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Tom C. Massey, *State Representative*, San Angelo, Texas
Michael R. Moloney, *State Senator*, Lexington, Kentucky
Frank B. Pesci, Sr., *State Delegate*, New Carrollton, Maryland
Clarence Pierce, *State Representative*, Vaiden, Mississippi
Dwight W. Quinn, *State Representative*, Kannapolis, North Carolina
Jody Richards, *State Representative*, Bowling Green, Kentucky
Ben Barron Ross, *State Representative*, Lincolnton, Georgia
Katherine H. Sebo, *State Senator*, Greensboro, North Carolina
Monroe Smith, *State Representative*, Lanett, Alabama
Ray S. Smith, Jr., *State Representative*, Hot Springs, Arkansas
W. E. Snelson, *State Senator*, Midland, Texas
Paul M. Starnes, *State Representative*, Chattanooga, Tennessee
Carl J. Stewart, Jr., *Speaker*, House of Representatives, Gastonia, North Carolina
Julian Streett, *State Representative*, Camden, Arkansas
Donald W. Williamson, *State Senator*, Vivian, Louisiana

Commission on Mental Health and Human Services

Howard B. Gundy, *Commission Chairman; Vice President for Research and Public Service*, University of Alabama

Ben Aiken, *Director*, Mental Health and Mental Retardation Services, North Carolina Department of Human Resources
William S. Allerton, *Director*, Mental Health Division, Georgia Department of Human Resources

Roger Bost, *Associate Dean*, College of Medicine, University of Arkansas at Little Rock
John Filley, *Director*, Division of Mental Health and Mental Retardation Services, Kentucky Department for Human Resources
Marilyn Goldwater, *State Delegate*, Bethesda, Maryland
Taylor Hardin, *Commissioner*, Alabama Department of Mental Health
Peter B. C. B. Ivory, *Program Staff Director*, Mental Health Program Office, Florida Department of Health and Rehabilitative Services
George W. Jackson, *Acting Commissioner*, Mental Health Services Division, Arkansas
Boisfeuillet Jones, *President*, Emily and Ernest Woodruff Fund, Atlanta, Georgia
Harold W. Jordan, *Commissioner*, Tennessee Department of Mental Health and Mental Retardation
John J. Kavanagh, *Acting Commissioner*, Texas Department of Mental Health and Mental Retardation
Robert Kerns, *Chief*, Program Unit, Office of Institutional Services, West Virginia Department of Health
Leo E. Kirven, Jr., *Commissioner*, Virginia Department of Mental Health and Mental Retardation
Earle E. Morris, Jr., *Comptroller General*, South Carolina
Gary Nyman, *Director*, Mental Hygiene Administration, Maryland Department of Health and Mental Hygiene
Henry Tomes, *Director*, Mental Health Center, Meharry Medical College, Nashville, Tennessee
Reginald P. White, *Medical Director*, Weems Mental Health Center, Meridian, Mississippi

Institute for Higher Educational Opportunity Advisory Committee

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Glenwood C. Brooks, Jr., *Director*, Division of Equal Educational Opportunity, Maryland State Board for Higher Education
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William Arceneaux, *Commissioner*, Louisiana Board of Regents
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Gordon K. Davies, *Director*, State Council of Higher Education for Virginia
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Lloyd C. Elam, *President*, Meharry Medical College
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B. G. Perry, *Assistant to the Governor*, Mississippi
Arnold Schwartz, *Dean*, Graduate Studies and University Research, Clemson University
Otis A. Singletary, *President*, University of Kentucky

Current Publications

SREB 77-78

General

Annual Report, 1977-78
The Academic Common Market, 1978
Higher Education Studies, Reports and Surveys in the SREB States
A Report on the Southern Regional Education Board by the Board Development Study Committee, 1977
Stability and Change—Postsecondary Education's Future: Proceedings of 26th Legislative Work Conference
State Reappropriation of Federal Funds for Higher Education: Reasonable Control or Program Disruption?
Two Views on Collective Bargaining

Research

The Closing System of Academic Employment
Faculty Evaluation for Improved Learning
Follow-up Surveys of College Graduates: Procedures and Common Core of Questions
Graduate Programs in the South: An Inventory of Public and Private Institutions, 1976-77
Law, Medicine and Veterinary Medicine: Issues in Supply and Demand
The South's Commitment to Higher Education: Progress and Prospects
State and Local Revenue Potential, 1976

Health/Mental Health/Human Services

Diversity: Cultural and Educational—Implications for Nursing Educators and the Nontraditional Student
Establishing a Family Day Care Agency
Family Day Care Associations in the South
Issues in Black Mental Health
Mental Health and Human Services Competency: Issues and Trends
The Mental Health Aspects of Health Planning
Podiatric Medicine in the South: A Plan for Action
Using Program Evaluation in Mental Health Centers

Educational Opportunity

Expanding Student Mobility: A Challenge for Community Colleges
Lateral and Vertical Mobility: An Essential for the Community College
Proficiency Testing: Implications for Higher Education

Periodicals

Financing Higher Education
Issues in Higher Education
Regional Action (SREB Quarterly Newsletter)
Regional Spotlight (News of Higher Education in the South)
Rollcall (Report for Legislators on Developments in Higher Education)
Southern Higher Education Legislative Report

Audit

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

35 BROAD STREET, N. W.
ATLANTA, GEORGIA 30303

Auditors' Opinion

Board of Control for Southern Regional Education:

We have examined the balance sheet of the Board of Control for Southern Regional Education as of June 30, 1977 and the related statements of support, revenue, and expenses and changes in fund balances and of functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of the Board at June 30, 1977 and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

We have previously examined and reported on the financial statements of the Board for the year ended June 30, 1976. In our opinion, the summarized information for 1976, presented for comparative purposes, presents fairly the information shown therein.

August 12, 1977

Haskins & Sells

Balance Sheet, June 30, 1977, with Comparative Amounts as of June 30, 1976

ASSETS	1977	1976
General Fund:		
Cash	$ 14,288	$ 44,837
United States Treasury bills	1,854,393	1,554,053
Furniture and equipment (net of accumulated depreciation of $76,587 in 1977 and $74,258 in 1976)	88,824	25,973
Other assets	3,982	25,943
Total	$1,461,487	$1,650,806
Restricted Funds:		
Cash	$ 205,266	$ 70,835
Accounts receivable — grantors	30,948	19,732
United States Treasury bills	9,992	19,712
Balances due from (to) general fund:		
Investment advances to general fund	285,000	345,000
Advances by general fund for restricted funds expenditures	(33,956)	(7,872)
Other assets	2,270	2,970
Total	$ 499,520	$ 450,377
Other Funds:		
Appropriations receivable from states for student places and for student aid at regional service institutions (Note 4, pp. 26-27)	$ 225,731	$ 183,579

See Notes to the Financial Statements.

LIABILITIES	1977	1976
General Fund:		
Accounts payable and accrued	$ 50,152	$ 28,944
State appropriation received in advance		64,000
Balances due to (from) restricted funds:		
Investment advances by restricted funds	285,000	345,000
Advances for restricted funds expenditures	(33,956)	(7,872)
Fund balance:		
Allocated for contingencies	300,000	300,000
Allocated for relocation of offices	100,000	100,000
Unallocated	760,291	820,734
Total	$1,461,487	$1,650,806
Restricted Funds:		
Accounts payable and accrued	$ 21,130	$ 11,009
Deferred revenue:		
Grant	10,000	
Membership dues	29,025	26,100
Fund balances	439,365	413,268
Total	$ 499,520	$ 450,377
Other Funds:		
Appropriations payable to regional service institutions for student places and for student aid (Note 4, pp. 26-27)	$ 225,731	$ 183,579

See Notes to the Financial Statements.

Statement of Support, Revenue, and Expenses and Changes in Fund Balances

For the Year Ended June 30, 1977, with Comparative Totals for 1976

	General Fund	*Restricted Funds*	*Total All Funds* 1977	1976
Support and Revenue:				
Appropriations by states	$ 896,000		$ 896,000	$ 896,000
Grants and contracts:				
Foundations		$ 771,738	771,738	694,490
Federal agencies		428,934	428,934	331,265
Other		14,388	14,388	
Membership dues of the Council on Collegiate Education for Nursing		33,750	33,750	36,900
Interest	91,734	1,231	92,965	107,191
Miscellaneous revenue	13,359	3,733	17,092	13,254
Total	1,001,093	1,253,774	$2,254,867	$2,079,100
Expenses:				
Administration and development	454,358	66,868	$ 521,226	$ 428,592
Research and programs	607,178	1,160,809	1,767,987	1,721,688
Total	1,061,536	1,227,677	$2,289,213	$2,150,280
Support and Revenue in Excess of (Less Than) Expenses	(60,443)	26,097		
Fund Balances, July 1, 1976	1,220,734	413,268		
Fund Balances, June 30, 1977	$1,160,291	$ 439,365		

Statement of Functional Expenses

For the Year Ended June 30, 1977, with Comparative Totals for 1976

Nature of Expense	*Administration and Development*	*Research and Programs*	*Total Expenses* 1977	1976
Personnel — salaries, fees, etc.	$313,374	$ 863,846	$1,177,220	$ 976,543
Grants to individuals and institutions		509,563	509,563	660,905
Travel and conferences	65,436	201,007	266,443	241,157
Office operations	65,816	71,407	137,223	86,585
Printing		89,396	89,396	95,795
Rent, maintenance, and utilities	51,720	20,238	71,958	68,263
Depreciation of furniture and equipment	8,830		8,830	9,236
Other	16,050	12,530	28,580	11,756
Total	$521,226	$1,767,987	$2,289,213	$2,150,280

See Notes to the Financial Statements.

Notes to the Financial Statements for the Year Ended June 30, 1977

1. Significant Accounting Policies

The fourteen member states appropriate funds for support of the Board of Control for Southern Regional Education ("SREB"). These funds are used for administration, development, research, and programs and are included in the general fund.

Support for some of SREB's programs is received from foundations and federal agencies. These funds may be used only for programs under agreements with the grantors and are therefore included in restricted funds.

United States Treasury bills are stated at cost plus accrued discount.

Furniture and equipment are stated at cost less accumulated depreciation. Depreciation is computed by the straight-line method based on the estimated useful lives of the classes of depreciable property, generally three to ten years.

The summarized information included in the financial statements for the year ended June 30, 1976 is included only to provide a basis for comparison with 1977 and is not intended to present all information necessary for a fair presentation in accordance with generally accepted accounting principles.

2. Tax Status

SREB is exempt from Federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code and has been classified as an organization that is not a private foundation as defined by Section 509(a) of the Code. Contributions to SREB are deductible from taxable income by donors as provided in Section 170 of the Code.

3. Pension Plan

SREB has a contributory pension plan which covers substantially all employees and provides for the purchase of individual deferred annuity contracts from Teachers Insurance and Annuity Association of America. SREB's pension expense was $55,832 for the year ended June 30, 1977.

Notes to the Financial Statements for the Year Ended June 30, 1977 (continued)

4. Appropriations by States for Student Places and for Student Aid at Regional Service Institutions For the Year Ended June 30, 1977

Regional Service Institutions	*Total*	*Alabama*	*Arkansas*	*Florida*	*Georgia*	*Kentucky*
Auburn University	$1,513,334			$ 336,667		$360,000
Baylor University	38,667		$ 38,667			
Emory University	1,195,900		3,750	336,250	$708,400	
Florida State University	6,790	$ 5,250				
Georgia State University	1,380	345		1,035		
Louisiana State University	230,000		135,000			
Meharry Medical College	575,000	82,500	11,250	48,750	41,250	
North Carolina Central State University	1,500					
North Carolina State University	20,003	1,646				
Southern College of Optometry	1,313,250		143,000	146,250	142,000	58,500
Texas A&M University	2,656					
Tuskegee Institute	510,000		40,000	90,000	40,000	20,000
University of Alabama in Birmingham	143,100				9,750	16,250
University of Georgia	925,970	3,420				
University of Houston	179,350		29,250	48,750		39,850
University of Maryland	53,469			37,500		
University of New Orleans	45,000		11,250			
University of North Carolina	21,472					5,500
University of Tennessee	486,833		310,000			
Vanderbilt University	22,500					
Virginia Commonwealth University	63,890			56,250		
TOTAL	$7,350,064	$98,161	$722,167	$1,081,452	$941,400	$490,700

Louisiana	*Maryland*	*Mississippi*	*North Carolina*	*South Carolina*		*Virginia*	*West Virginia*
		$323,333					$ 10,000
		33,750					
						$ 1,540	
		45,000					50,000
$ 52,500	$ 97,500	56,250				37,500	
						1,500	
87,750		100,750		$ 91,000		29,250	78,750
2,656							
		40,000		35,000		70,000	20,000
9,750		51,500		13,000		16,250	
				205,000		310,000	
48,750		16,250					
						15,969	
		33,750					
						15,972	
		176,833					
$201,406		$877,416		$344,000		$497,981	

Professional Staff

SREB 77-78

Winfred L. Godwin, *President*

Eula H. Aiken, *Program Coordinator* / Faculty Development in Nursing Education
Arthur L. Benton, *Project Director* / Paraprofessional Mental Health Worker Certification
Vikki L. Brandt, *Research Assistant-Librarian*
James E. Brawner, *Accountant*
William C. Brown, *Director* / Institute for Higher Educational Opportunity
Samuel E. Cary, *Associate Director for Programs* / Institute for Higher Educational Opportunity
Stephen N. Collier, *Associate Director for Health Programs* / Commission on Mental Health and Human Services
Janet F. Despard, *Project Director* / Improving Mental Health Centers and Planning
Eva C. Galambos, *Research Associate*
James M. Godard, *Special Consultant* / Institute for Higher Educational Opportunity
Edwin C. Godbold, *Director of Administration*
Patricia T. Haase, *Principal Investigator* / Nursing Curriculum Demonstration
Kenneth R. Huggins, *Project Assistant* / Nursing Research Development in the South
Edward J. Jacobs, *Project Director* / Paraprofessional Mental Health Program Approval
Jean Johnson, *Administrative Associate*
Veronica Lagler, *Administrative Assistant*
Janice W. Maddox, *Project Associate* / Improving Mental Health Centers and Planning
Barbara L. Mauger, *Project Director* / Nursing Research Development in the South
Paul M. McCullough, *Project Director* / Mental Health Manpower Planning
Harold L. McPheeters, *Director* / Commission on Mental Health and Human Services
James R. Mingle, *Research Associate*
Mark D. Musick, *State Services Officer*
William R. O'Connell, Jr., *Project Director* / Undergraduate Education Reform and Faculty Evaluation
Joseph Perreault, *Associate Project Director* / Training for Child Care Delivery Systems
Louis A. Ramey, *Project Director* / Middle Level Clinical Psychology
E. F. Schietinger, *Director of Research*
Bruce C. Schultz, *Information Officer*
Steven H. Smartt, *Associate Project Director* / Faculty Evaluation
Mary Howard Smith, *Coordinator* / Nursing Curriculum Demonstration
Audrey F. Spector, *Nursing Programs Director, Executive Director* / Council on Collegiate Education for Nursing
David S. Spence, *Research Associate*
Margaret A. Sullivan, *Publications Assistant*
Frances R. Todd, *Project Director* / Continuing Education in Mental Health
Nancy E. Travis, *Project Director* / Training for Child Care Delivery Systems